

# QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

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## Changed views on religious courses?

In November, 1966, the Quebec Federation of Protestant Home and School Associations presented a Brief to the Superior Council of Education on Volumes 4 and 5 of the Royal Commission of Inquiry on Education (Parent Report).

At that time, Quebec Federation would have chosen to support alternative 2 (b) of the four alternative solutions offered by the Parent Report, (Volume 4, paragraphs 101-105) on confessionality, but realizing that this solution might be premature, accepted instead the fourth alternative. This solution calls for the establishment on an equal footing of both confessional and non-confessional schools.

In view of the possibility that there may have been changes in the thinking of the membership on the subject of religious education, Quebec Federation would like to re-assess its position. If such changes do become evident, Federation would submit a further Brief to the Protestant Committee and to other interested bodies.

Your opinion is important to us! If you have a child(ren) at school, or if you are a teacher, please complete this questionnaire by April 15th, 1968. No signature is needed.

Send it to:

Quebec Federation of Protestant Home & School Associations,  
4795 St. Catherine St. W.,  
Westmount 6, Que.

University  
Entrance  
Requirements  
see details  
Pages 4-5

## QUESTIONNAIRE ON RELIGIOUS EDUCATION IN THE SCHOOLS

Please fill in:-

Area in which you live \_\_\_\_\_

If parent: Name of school attended by child(ren) \_\_\_\_\_

Followed by E (Elem.) and/or H (high school) \_\_\_\_\_

If teacher: Name of school in which you teach \_\_\_\_\_

Followed by E. or H.

(Example) Eastern Townships, Plaincroft School, E.

Please read questions carefully, and then indicate your choice by placing a checkmark in appropriate box.

Are you in favour of:

1. A school, either elementary or secondary, without any religious instruction or worship?
2. A school in which courses on comparative religion are taught by qualified teachers at the secondary level only:
  - a) As compulsory courses?
  - or
  - b) As optional courses?
3. A school in which courses in comparative religion are taught by qualified teachers at elementary and secondary levels throughout the curriculum:
  - a) As compulsory courses?
  - or
  - b) As optional courses?
4. A school within which prescribed time is set aside for worship and the instruction of the student in his own religious faith by persons qualified to give such instruction:
  - a) Within school hours?
  - or
  - b) After school hours, or during the lunch hour?

Record your opinions  
Mail this form today  
Deadline is April 15

5. In this next question we would like to make a distinction between religion and ethics. Would you like to have in your school a broad discussion-course on ethics (or the moral principles by which we live) taught by a qualified teacher?
  - a) As a compulsory course?
  - or
  - b) As a compulsory course, in addition to one of the listed alternatives in Questions 1 - 4 above?
  - If so, please bracket with 5b. (Example 3a + 5b)
  - or
  - Would you like to have in your school a broad discussion-course on ethics taught by a qualified teacher. \_\_\_\_\_
  - c) As an optional course?
  - or
  - d) As an optional course in addition to one of the listed alternatives in Questions 1, 2, 3 or 4?
  - If so, please bracket with 5D. (Example 4a + 5d)
6. If you prefer a combined choice other than mentioned, please list here (Example 2b + 4a):

COMMENTS INVITED \_\_\_\_\_

## QUEBEC HOME & SCHOOL NEWS

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### Education Week — March 3-9

Education Week this year will be observed from March 3 to 9. This is the period set aside to focus public attention on the needs, problems and achievements of education in Canada, and to encourage constructive public action in support of education.

The general theme of Canadian Education Week is directed primarily to children of school age: "Don't Quit—Choose". It is supplemented in Quebec by the question, "Education—Without You?" to emphasize the rapidly-increasing contact of adults with the educational field. Quebec right now is launching into many fields of adult education to train and re-train its population for life in a mechanized society and in the computer age to come.

Today's newspapers and airwaves carry so much news of education that the Quebecker might reasonably say, "Every week is Education Week in Quebec". We have such new things going on as expansion of educational TV to include an ambitious plan of adult education, being piloted in the Saguenay area. There is the introduction of GATE (General And Technical Education) junior colleges, now operating to some extent in the French sector and expected to begin in English in 1969. And the new type of Composite High School designed to provide a broad range of vocational education in addition to the present pre-university courses, which will be operating in all major English-language centres next school year.

The trend in secondary schools during recent years toward adoption of "subject promotion", allowing the student to progress at a pace determined by his abilities and inclinations, is amplified in importance by the search for "activist" teaching methods to stimulate his interest, and guidance services to help him determine where his particular combination of ability and interest should lead.

While all educational developments are of increasing public interest, the elementary school is where parents are drawn most intimately into the picture. A start has been made on a program that soon will be universal in Quebec, the removal of all trappings of "grades" and "failure" and loss of a year's progress because of weakness in a subject or two. For this program to work, the parent must supplement the school, working closely with the teacher to help the child.

Meanwhile, on the political and economic front, we have the questions of how to tax for our billion dollar yearly education bill; how many school boards we need to run the system and who will elect them; and salary scales and working conditions for teachers in the schools, frozen under pressure last year by Bill 25 but only temporarily.

There is a truism that "Education is Everybody's Business". True as it has been in the past, the saying has even more significance in the rapidly-changing automation-minded world of today.

### Circulation manager wanted (unpaid!)

This paper is looking for a volunteer in the Montreal area who is willing and able to help Quebec Federation by co-ordinating the Home & School membership lists and the News mailing list.

The job will involve flurries of activity from time to time as new membership lists are received from local associations. While these master lists are compiled according to the local to which the member belongs, the News mailing list must be maintained on the basis of zones set out by the Post Office. Whoever heads up the work of supervising the mailing list may need the assistance of a small committee.

Home & School is built on the volunteer efforts of a host of people of good will working together to advance the cause of education. Your executive hopes this plea will reach some one of the group who can fill the gap described.

Can you help? If so, speak to a member of the executive, or call Pam Reddall at 933-8244, or the editor at 932-6460.

### CAMP MACAZA

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Small Private Camp for Boys and Girls 6 to 12 Years

• 19th YEAR •

Boating, swimming, handicrafts, boxing, dramatics and trips, all under the supervision of carefully chosen staff and directed by

Miss Ruby Smith, B.A., M.S.P.E.

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Accredited, Quebec Camping Association

## Background for teacher negotiations

*Right now Quebec's school teachers are in the midst of collective bargaining to establish pay scales and working conditions for the next year or two or three.*

*For the first time, all teachers are negotiating as one unit with an "Employers' Side" that includes representatives of the government as well as the employing school boards and commissions. When and if they reach a conclusion, the various teachers' bargaining units will go back to their school boards and negotiate contracts locally. Presumably these will be contracts that may vary in some details but must conform to, or not exceed, the provincial agreement in certain other respects.*

*Parents should take a close interest in the negotiations, which undoubtedly will be "in the news" periodically over the next few months. An excellent background for an understanding of the overall situation is the following article by Stanley M. Cohen in the January 22 issue of The Montreal Star.*

One year after a series of bitter strikes and eleven months after the passage of Bill 25, Quebec's public school teachers still feel insecure.

Some of them appear surprisingly indifferent to all that has happened. But for others—particularly those who played an active part in last year's rebellion and protest—the scars remain and the spirit diluted.

Bitterness has given way to frustration; determination to challenge the contentious legislation has been replaced by resignation; a wait-and-see attitude has been overcome by growing pessimism.

What they lost in monetary terms as a result of being out of work last year many teachers were able to make up through overtime, reduction of holidays, retroactive salary increases and special arrangements that allowed some school boards and commissions to offer salaries beyond those provided by the government's imposed scales.

#### FEEL HUMILIATED

What they lost in terms of morale and self-respect they have never really regained. It was not the act of striking that cost them that self-respect, but the humiliating treatment they believe they received at the hands of the government.

And some still insist they were used as scapegoats to warn other public employes against taking similar measures to obtain contract demands.

Bill 25, which became law last February 17, forced thousands of striking teachers back to work, suspended many of the Labor Code rights for all of Quebec's teachers and established machinery that would permanently alter the collective bargaining process for the teaching profession.

#### 70,000 INVOLVED

The teachers vowed to erase Bill 25; eleven months later the legislation still stands. And now all of the province's 70,000 organized public school teachers are preparing to negotiate jointly a thick two-year contract package which they proposer last

month to their school boards and the government. Negotiations are scheduled to begin this week, and there is hope for a new agreement by April 1, if not, a study commission will be asked to bring in findings.

"We're accepting the fact that we'll be finished negotiating by April 1; we're certainly working to that goal," said one teacher executive. "But what happens if we're not? Everybody is looking at that April 1 date. That is the big test."

Because of a gentlemen's agreement not to negotiate a new contract through the press, the teachers hesitate to talk publicly. For the most part their official negotiators remain optimistic about the outcome of the pending talks. But many of the rank-and-file—particularly in the Montreal area where teachers have traditionally shown a greater degree of militancy—are not nearly so hopeful.

#### NOTHING SOLVED

Has anything really changed since last year's confrontation? As far as most of the teachers are concerned, no. One of their leaders put it this way:

"We have solved nothing. We're still hanging. There is no clear-cut pattern evolving."

All agree that the next few months will be crucial. For the first time the province's three main teacher associations — la Corporation des Enseignants du Québec (formerly la Corporation des Instituteurs et Institutrices Catholiques du Québec), the Provincial Association of Protestant Teachers and the Provincial Association of Catholic Teachers—have had to bury their differences in order to come up with a joint contract proposal (albeit a compromise one). For the first time they will be negotiating on a province-wide basis. And for the first time the government will be directly involved as one of the parties—sitting across the table alongside la Fédération des Commissions Scolaires Catholiques du Québec and the Provincial Association of Protestant School Boards.

#### RURAL AREAS HAPPY

The teachers cannot erase the memory of last February when the Johnson administration rammed a hastily drawn Bill 25 through the legislature. They remember that many people approved the government's action. They know that thousands of teachers (particularly those employed by rural French Catholic commissions) were pleased with the wage parity and substantial pay increases they received from Bill 25. They know their own ranks are split. And they recognize the futility of pushing a mass resignation policy even as a last resort.

Cost of their proposed two-year package is estimated at \$120 to \$150 million. But they are aware of Mr. Johnson's statements about the province's financial position and his determination to hold down spending. They are wary of Education Minister Cardinal's recent remarks on the same topic. They know that a civil servants' contract is also up for negotiation.

This time, however, the teachers have left room for manoeuvring within their contract demands. This is in contrast to last year when l'Alliance des Professeurs de Montreal and the Federation of English-Speaking Teachers naively proposed to the Montreal Catholic School Commission a contract they claimed to be the absolute minimum they could accept.

#### INCREASES VARY

The proposed salary increases over the Bill 25 scale are difficult to estimate. They could average 14-24 per cent. But a number of teachers are not on that scale, either because of special arrangements between their employing school boards and the government or because they had already concluded new agreements prior to the government's salary directives of October 14, 1966, (which later became the Bill 25 scale). In the case of many experienced teachers already earning salaries above that scale, the increases might average only six per cent.

But salaries are not the teachers' only concern. Working conditions are also going to play a major role in these bargaining talks because, among other things, the teachers want reduced teaching loads to allow more time for preparation, grading, extra-curricular activities and other responsibilities.

#### NEED MORE TEACHERS

And reduced work loads means the hiring of more teachers (despite the continuing shortage of qualified personnel) or the payment of overtime for extra teaching periods. Either way it will cost more.

Besides better salaries and improved working conditions, the teachers say they are concerned with professional improvement, participation in school management, stability of employment and equal education opportunities — for themselves as well as for Quebec's children.

One of the big question marks is whether the government plans to restore those Labour Code rights (including the right to strike) which Bill 25 suspended until July 1 of this year. A school commission negotiator is reported to have said his group has no objection to the restoration of all such rights. A teacher official says, "This is what we were told and we expect it. I don't think we can go along with any other set up."

But another teacher executive is less optimistic. "Some of us seem to feel these rights will not be restored. The legislation might be extended. But we don't know in what form or direction."

Another question facing the teachers is what will be left to negotiate at the local or regional level, even though they will still be technically employed by local and regional boards.

Some of the Protestant teachers are wary of a contract that rigidly specifies every small detail of their teaching day; most of their Catholic colleagues feel they have no protection without such a contract.

The Protestants are concerned, also, about possibly failing to

(Continued on page 7)

# English junior colleges: the outlook

The up-coming GATE colleges, intended to provide General and Technical Education beyond the high school level (but not vocational education), have raised many questions in the public mind. Here Prof. J.H. Whitelaw of Sir George Williams University gives his personal assessment of the scene. Prof. Whitelaw has been active in planning for the GATEs, and currently is on part-time loan to the Department of Education.

By JAMES H. WHITELAW

One of the basic principles of the Parent Commission Report is that nobody should leave the education system of the Province without sufficient preparation for employment on the one hand or an awareness of his role as a member of society on the other.

## Orientation of the School Population

It is assumed that some 10-15% of a given age group will not complete high school, in the sense that is recognized by a high school leaving certificate, but will be given a special programme ("initiation au travail") which will prepare them for a number of primarily manual occupations, in keeping with the limited intellectual capacity of the group. Some 35% of the age-group will complete high school, but will not proceed to education at a higher level. Their high school programme will contain a substantial number of vocational courses, to be offered in the new comprehensive high schools. It is hoped that the flexibility of subject promotion and the system of options will not prematurely commit any pupil irrevocably to a particular programme. This leaves some 50% considered to be capable of more advanced instruction. It is recognized, of course, that these percentages may vary considerably from one area to another. Assuming this 50% figure, the students in this group will proceed to a College of General and Vocational Education (hereinafter to be designated by the term "College"), where it is thought that some 60% will take terminal programmes of three (or in a few cases, two) years' duration, while 40% proceed after two years to University, where the first degree will be granted after three years (or more in some professional faculties).

## Character of the College

Each College is a more or less autonomous institution. It has its own Corporation of which five members are appointed by the Government after consultation with the milieu, the balance being elected representatives of staff, parents and students, together with a small number chosen by the appointed and elected members. The Corporation has authority to hire personnel and to administer the institution, but its budget is subject to the approval of the Department of Education, since the Provincial Treasury is the main source of funds, instruction being free for full-time students. The principal officers of the College are the Principal, the Academic Dean and the Controller, as well as heads of academic divisions and administrative services. Composition of the Corporation and designation of the

principal officers are established by law in the form of Bill 21, which also specifies that a College will be non-denominational unless all its component elements agree to a confessional identification.

## Relationship with the Department of Education

Home and School—Galley 6 JP

College-level instruction is coordinated by the Directorate of College Education. In addition to the Director and his Assistants, there are divisions concerned with Curriculum and Examinations, Organization of Instruction and Facilities, Students, Finance and Administration. It is to be hoped that the Directorate will succeed in establishing itself as a vital co-ordinating force, and will resist the temptation to acquire a paralyzing hold on the system. This will be extremely delicate, and will require much good will and common sense on both sides. While full scope must be available for initiative at all levels, it should not be forgotten that where public funds are involved, the Government has a responsibility of ensuring that these are used appropriately.

## Creation of the College

The Department of Education does not normally initiate the creation of a College. On the contrary, it is the local milieu which elaborates a project for submission to the Department. In the French-language sector, this has commonly been done through the constitution, by existing educational institutions and representatives of other groups in the area, forming an organizing committee. Any area capable of producing an adequate student population may constitute an organizing committee. The Parent Commission Report proposes 1,500 students as a minimal enrollment, but it seems likely that the average College enrollment will be between 2,000 and 5,000.

## The College year and the student course-load

The school year consists essentially of two fifteen-week terms, exclusive of examinations. Where possible, a nine-week summer session will be offered. The normal course-load for the student will be six courses per term, the average course consisting of three class periods per week, plus laboratories, problem periods, etc., where appropriate. In addition, students are expected to take two hours of physical education per week. Twenty-four courses will normally be required for the certificate granting entry to University, and up to thirty-six courses for a terminal certificate. Both full-time and part-time students are envisaged, instruction being free for full-time students only at the present time.

## The Curriculum

For the guidance of the student the curriculum has been organized in the form of seventy-five different programmes, some of which are terminal, leading to employment, while others provide a preparation for entry to university programmes. The seventy-five programmes list required courses for each programme, but there are many other courses available as options. Common to all programmes in each term (except in the final year of a three-

year terminal programme) are three hours per week of language and literature (English or French) and three hours of philosophy or its equivalent. It is recognized that the French system's concept of philosophy does not fit into the English-language tradition, and the principle of alternative courses has already been accepted, while the details remain to be worked out. The balance of the students' programme is divided between an area of concentration, whose intensity varies according to the programme chosen, and complementary courses chosen outside the area of concentration.

It is hoped to avoid as far as possible the notion of "pre-university" versus "terminal" streams. A considerable number of courses will be common to programmes in both areas, and transfer from one programme to another in the early stages should not be too difficult.

The curriculum for 1967-68 was finally distributed in the Fall of 1967. Since only French-language Colleges are in operation this year, there has been some delay in the production of an English-language translation. It is hoped, however, that this translation will be available very shortly, and it will no doubt be appreciated that translation of such highly technical and diversified material is no small undertaking. The published catalogue contains all courses accepted so far as suitable courses for this level. Each College will publish its own catalogue, indicating which programmes and courses it plans to offer each year. It is not the intention that the courses listed in the main catalogue should be in any way final or immutable. It is, on the contrary, expected that modifications will constantly be made, new courses added and obsolete courses removed. In a number of areas, considerable modifications will have to be made to bring courses into line with the English-language cultural background and tradition.

The curriculum was established through the participation of a considerable number of representatives of the various fields concerned. Pre-requisites for entry to university were agreed upon at meetings held at St. Hyacinthe last Spring, while the technological programmes were drawn up and accepted at meetings held at Three-Rivers in early Summer. It is clear that liaison must be maintained — and, in some case, initiated — with preceding and succeeding levels of education, and no less urgent that there be close cooperation between the College system on the one hand, and business, industry and the professions on the other, to ensure that technological programmes are kept up to date and that trained personnel are supplied in appropriate quantities to the employment market. For the latter, consultative committees already exist in a large number of areas.

## Text-books

In the French-language version of the catalogue, suggested text-books are listed for a large number of courses. These are not to be considered as "prescribed texts", but rather as an indica-

tion of the kind of text to be used. Colleges will be asked to keep the Department of Education informed of the text-books being used.

## Examinations and Grading

Since courses are organized on a one-semester basis, there will be examinations at the end of each semester. The final grade for the course — a letter grade — will be computed on a basis of 40% for the final examination and 60% for term-work, tests, assignments, etc. Each College will set and mark its own examinations, sending a copy of the question-paper to the Directorate. The Directorate will do periodic spot-checks of examination copies, to ensure maintenance of standards and as a means of assessing what is being taught and learned.

## Entrance Requirements

The point of entry recommended in the Parent Commission Report is graduation from Grade XI, on the assumption, of course, that the eleven years of schooling are divided between six elementary years and five secondary years. Since there is some doubt as to the preparedness of some Grade XI graduates, admission requirements are, for the time being, determined on a yearly basis. In 1967-68, most students entering the existing Colleges (all French-language) came either from various points in the Classical College programme or from the "Cours préparatoire aux Etudes supérieures" (C.P.E.S.) which is a twelfth-year "re-cyclage" programme introduced quite recently to make up for insufficiencies of preparation for university entrance on the part of Grade XI graduates. It is clear that the present eight-paper/ten-paper dichotomy in the English-language sector will have to be re-examined very seriously.

## Planning

Planning has been going on for over three years in various committees within the Department and outside. The legal status and administrative structure of the College was the work of the "Comité de Planification de l'Enseignement pré-universitaire et professionnel", shortened (mercifully!) to C.O.P.E.P.P., composed of representatives of both language groups drawn from educational institutions from the secondary level up, and associations of teachers, administrators, students, and parents. A Joint Committee of the Department and the Quebec Universities has been meeting for over a year. As the result of a meeting attended by a comprehensive group of representatives of the English-language sector in May 1967, an organizing committee was created to plan the establishment of the first English-language College on the Island of Montreal. This committee has put in a request for a charter, which is at the moment of writing awaiting sanction of the Minister. At the May meeting another committee was set up to plan the geographical distribution of English-language Colleges in the Province, including the Montreal region. Both committees include reasonably comprehensive representation of educational levels, associations of teachers, administrators, parents, etc. The work of this latter com-

mittee is, at the moment of writing, proceeding very satisfactorily.

## Factors peculiar to the English-language community

French-language Colleges have been formed by the re-grouping of existing institutions, the basic elements being classical colleges, normal schools and institutes of technology. In the English-language sector such elements do not exist in separate form, so that Colleges must be created with the collaboration of institutions which include college-level education as part of their programme. Since the English-language community in Quebec has shown little interest in technological education, the only facilities of any scope in this field available to the English-language community are those currently used by a group of some four hundred students at the Montreal Institute of Technology.

This means that there are no complete buildings available, nor is there available a pool of potential teachers similar to that existing in the French-language sector as a result of the integration of classical colleges, etc. Over the next few years, therefore, transitional arrangements will have to be made, involving the co-operation of the universities and other post-secondary institutions. Thought must be given to the training of teaching personnel for this level of education, particularly for technological programmes. Since there is an equally great demand for teachers of technical subjects in the comprehensive high schools, it is obvious that the English-language community has a real challenge to face, in which the co-operation of business and industry is vital.

## Conclusion

The establishment of Colleges undoubtedly poses major problems for French and English sectors alike. For the latter the short-term prospect must inevitably be one of considerable uncertainty and confusion. In the long term view, there are distinct advantages: facilities will exist for the training of the technological personnel required in ever-increasing numbers by our technological age, and already being specifically called for by major industrial concerns; the grouping together of the technologically-oriented and the university-oriented should help to remove the social stigma which is, regrettably, attached to the former, and should reduce the number of students who currently manage to get into university because they feel that there is nowhere else to go, but who have little or no aptitude for university work; this same grouping will delay the irrevocable decision in the choice of a career, by facilitating transfer from one programme to another within the same institution. Perhaps not least of the plus factors is the fact that any reform involves close scrutiny of existing practice. Many structures and procedures, which have been traditionally accepted because nobody ever got round to questioning them seriously, have been subjected to a re-examination which cannot fail to help the cause of education in this Province.

# University Entrance Requirements

## MCGILL UNIVERSITY Montreal

Bachelor of Arts, Science, Commerce and Engineering Degrees

### BACHELOR OF ARTS

#### First Year

At least 70% in 10 papers Que. Jr. Matric. Exams., with a min. of 50% in each paper, except when Latin or Greek is included: then min. average is 65%.

Eng. (2); Another language (2); History (1); Algebra and Geometry (2); one of the following combinations: Int. Alg. & Trig. and one elective: Physics or Chem. or Biol. and two electives: A language not already chosen and one elective.

OR: any combination of courses acceptable for Sc. 1. Scholastic Aptitude Test; Eng. Comp. and 2 other Achievement tests required.

### BACHELOR OF ARTS

#### Second Year

Average of 70% in 5 subjects (7 or 8 papers) on the Que. Sr. Matric Exams with a min. of 50% in each paper. Eng. (2), Hist. one of (Maths., Latin or Greek), one of already chosen (2); Two of: Biol., Geog., Hist., Music, Phys., Lang. not already chosen (both papers).

### BACHELOR OF SCIENCE

#### First Year

At least 70% in 10 papers Que. Jr. Matric. Exams. with a min. of 50% in each.

Eng. (2); Fr. or Ger. (2) Hist., Alg., Geom., 1 of Biol., Chem., Phys.; Latin or another Lang. (2), or 2 of the following: (Int. Alg., Trig., Biol. or Chem., Geog., Phys., Brit. or Can. Hist., Music or Art, N.A.L.).

Scholastic Apt. Test; Comp. and 2 other Achievement Tests required.

### BACHELOR OF SCIENCE

#### Second Year

Eng. (2), Maths. (2), Physics, Chem., Fr. or Latin, or Average of 70% on 5 Que. Sr. Matric. Papers. Hist., or Biol., or Spanish or Geography.

### BACHELOR OF ENGINEERING

#### First Year

Same as for B.Sc., except that one optional paper must be Trig.

### BACHELOR OF ENGINEERING

#### Second Year

Same as B.Sc.

Eng. (2), Maths. (Anal. Geom. and Vectors and Calculus), Phys., Chem., 1 of Fr., Latin, German, Spanish, Greek, Biol., Geog., Hist.

### BACHELOR OF COMMERCE

#### First Year

Same as for B.A. or B.Sc.

### BACHELOR OF COMMERCE

#### Second Year

Same as B.A.

Eng. (2), Maths. (2), a number of combinations of courses are acceptable. Refer to the McGill General Announcement.

Application Date — Prior to March 1st

## ROYAL VICTORIA HOSPITAL Montreal

Age 17½ by September 1st.

Minimum overall average of 65% on ten papers of Junior Matriculation. Subjects: English (2); History, Mathematics and Chemistry. Optional: French, Latin, Physics & Biology, 2nd History, Music or Art or Home Economics; N.A. Literature, Geography.

Application Date — As early as possible as there is a waiting list.

## QUEEN ELIZABETH HOSPITAL Montreal

Aver. of 65% in ten papers of Jr. Matric. Exam. No mark below 50%.

Eng. (2), General Hist., Maths., Chem., Biol., or Phys. No credit for typing or shorthand. Only one of Art or Music accepted. Home Economics accepted if there is another Science as well.

Age 18 by December 31st. Class enters in September. Nursing Assistant

Pupils must have completed 2 years of High School. Age 17. Grade IX. Class enters in January.

## MACDONALD COLLEGE Ste. Anne de Bellevue

Faculty of Education

Ste. Anne de Bellevue, P.Q.

### Class II two year course and Class II two year course in Physical Education

Quebec High School Leaving Certificate. Ten papers are required, including 2 English and 2 French — 60% average, 50% each subject. Apply before June 30th, to Mr. P. Doddridge, Secretary, Central Board of Examiners, Dept. of Education, Parliament Bldgs., Quebec City.

### Class II one year course

Quebec Senior High School Leaving Certificate with English (Literature and Composition) and four other subjects. Apply before June 30th to Mr. P. Doddridge, Central Board of Examiners, Dept. of Education, Parliament Buildings, Quebec City.

### Bachelor of Education and Bachelor of Education in Physical Education Degrees

Quebec High School Junior Leaving Certificate with an average of 65% for students having taken Latin and 70% for Other students — no mark below 50%. Apply before March 1st, directly to Mr. G.A. Rockwell, Assistant Registrar, Macdonald College, Que. and before June 30th, directly to Mr. P. Doddridge (see above)

### Bachelor of Science (Agr.)

At least 65% in 10 papers Que. Jr. Matric. Exams with min. of 50% in each paper.

Eng. (2) Fr. or another lang. (2), Hist., Maths. (2), 1 of Phys., Chem., Biol. 2 of foreign lang. or science not already chosen or Int. Alg., Trig., Art, Mus., Draw., Agr., Geog., N.A.L.

Scholastic Aptitude Test. Eng. Comp. and 2 other Achievement Tests required.

### Bachelor of Science (H.Ec.)

Same as for B.Sc. (Agric.)

### Diploma in Agriculture (2 Yr. course)

Que. H.S.L. Certificate plus farm experience 2 Eng., 2 Fr. or another lang., 1 Maths. 1 Science plus 2 other Matric. subjects.

## SIR GEORGE WILLIAMS UNIVERSITY, Montreal

General Requirements: Students seeking admission to Undergraduate studies must be enrolled in appropriate courses of the final year of high school or must present satisfactory proof of graduation from high school with an average of at least 60% on ten academic papers (at least 50% in any individual paper) on the Quebec High School Leaving Examinations, or the equivalent. Specific Requirements:

### Arts, Fine Arts

English Composition, English Literature and eight other academic papers.

### Science, Engineering

English Composition, English Literature, Algebra, Geometry, one science and five other academic papers.

### Commerce

English Composition, English Literature, Algebra, Geometry and six other academic papers.

### Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science and Bachelor of Commerce

A candidate to be considered for admission from a Senior Matriculation program is, in general, required to present an overall average of at least 60% in five subjects successfully completed on the Quebec Senior High School Leaving Certificate, or its equivalent. However, a student who has achieved a passing grade in fewer than five subjects may be considered provided that an overall average of 60% has been obtained and satisfactory grades are offered in those subjects which are significantly important as regards the program of study for which application has been made. It should be noted that certain conditions are attached to the granting of credit for courses completed in a Senior Matriculation program.

### Bachelor of Engineering

A student presenting a Quebec Senior High School Leaving Certificate or its equivalent, including English Literature and English Composition, Physics, Chemistry, and at least Intermediate Algebra, Analytic Geometry and Trigonometry (on either Junior or Senior Matriculation Certificates), will be considered for admission to second year.

## BISHOP'S UNIVERSITY Lennoxville

A student will be admitted on the following criteria:

(a) The High School academic record to date; (b) The Principal's Confidential Report; (c) The College Entrance Examination Board's scores on the two scholastic aptitude tests as well as the English Composition and any two other achievement tests. Minimum average of 70% in ten papers of the Junior Matriculation examinations and a minimum average of 60% in the Senior Matriculation examinations.

Subjects for entrance requirements are divided into three groups:

### GROUP I

ENGLISH (2 papers)  
FRENCH (2 papers)  
LATIN (2 papers)  
MATHEMATICS (2 papers)  
(a) ALGEBRA  
(b) GEOMETRY

### GROUP II

BIOLOGY  
CHEMISTRY  
GEOGRAPHY  
GERMAN (2 papers)  
GREEK (2 papers)  
HISTORY  
INTERMEDIATE ALGEBRA  
NORTH AMERICAN LITERATURE  
PHYSICS  
SPANISH (2 papers)  
TRIGONOMETRY

### GROUP III

AGRICULTURE  
ART  
BOOKKEEPING  
HOME ECONOMICS  
MUSIC  
TECHNICAL DRAWING

### Bachelor of Arts

Ten papers: (a) English and two other subjects from Group I; (b) Four papers from Groups I, II and III, with not more than one paper from Group III.

### B.A. in Business Administration

Ten papers: (a) English, Mathematics and one other subject from Group I; (b) The remaining four papers from Groups I, II and III, with not more than one from Group III.

### Bachelor of Science

Ten papers: (a) English, Mathematics and one other subject from Group I; (b) The remaining four papers from Groups I, II and III, with not more than one from Group III. The subjects chosen from Group II should include at least two Sciences (Biology, Chemistry, Physics).

### Second Year

For entrance to the Second Year, students will normally be required to obtain a minimum average of 60% in the full matriculation program of the province concerned.

## MOUNT ALLISON UNIVERSITY Sackville, N.B.

Bachelor of Arts and Science Degrees

### First Year

Que. Jr. Matric. Exams. average of 65% — no mark below 50%.

Eng. (2), Math. (2), Foreign Langs. and 3 from Chem., Phys. Biol., Geology, Geography, Hist. Economics, Music, Trig.

### Second Year

60% minimum — no mark below 50%.

Eng. (2), For. Lang. — 3 additional courses - Math. or Science must be completed at first year level, Hist., Addit. foreign Lang. Student may have both a Math. and Science or two sciences.

Registrations limited to approximately 1250 — Tentative acceptance is granted to applicants with high academic standing in school examinations who apply early. For the year 1968-69 term, applications may be submitted in January, and should be submitted before May 1st.

## UNIVERSITY OF TORONTO

Toronto 5, Ont.

Quebec candidates for the University of Toronto are expected to present at the Quebec grade 12 level at least eight credits, English and other languages being considered two credits, and all other subjects being considered one credit.

**Arts and Science, General Arts Course**

Two of: English, another language, two credits in Mathematics; plus at least four other credits.

**Honour and Science Courses**

Subjects appropriate to the field including two of: English, another language, two credits in Mathematics.

In other faculties the eight credits must include:

**Applied Science and Engineering**

3 credits in Mathematics; Physics; Chemistry

**Architecture**

English; Mathematics; Physics

**Dentistry**

Entered through General Science

**Food Sciences**

English; Mathematics; Science

**Forestry**

Mathematics; Chemistry

**Medicine**

Entered through General Science

**Music**

6 credits plus special music requirements

**Nursing**

Chemistry; English or History

**Pharmacy**

Mathematics; Physics; Chemistry; English or another language

**Physical and Health Education**

As for General Arts.

The full requirements and exact details for any course are obtainable from the Office of Admissions, University of Toronto, Toronto 5.

## CARLETON UNIVERSITY

Ottawa, Ont.

**Bachelor of Arts, Commerce, Journalism, Science, Engineering and Architecture Degrees.**

All applicants are required to write the Scholastic Aptitude Tests of the College Entrance Examination Board.

**Qualifying Year**

Average of 70% in Que. Jr. Matric. Examinations. (Note: Carleton refers to and considers the 1st year as a qualifying year).

Eng. (2), Alg., Geom., Hist., another Lang. (2), Science (2 of Phys., Chem. or Biol.) or an addit. Lang. One of (Music, Art, Geography, addit. Lang. or Science).

Students in Engineering take 1st year in Science as Pre-Eng. year.

**First Year**

Average of 60% in Que. Sr. Matric. Examinations.

**Bachelor of Arts**

English (2), Another language (2), Three of — History, Geography, one or two additional languages, one or two Sciences, Mathematics (two of three of Algebra, Geometry, Trigonometry.)

Note: Students planning to major in Mathematics must present Algebra, Geometry and Trigonometry. Students planning to major in Economics must present Algebra and Trigonometry. It is also recommended that students present Algebra and Trigonometry for majors in Biology and Geography.

**Bachelor of Journalism**

Same as Bachelor of Arts.

**Bachelor of Commerce**

Algebra, Trigonometry.

**Bachelor of Science**

Algebra, Geometry, Trigonometry; two of Physics, Chemistry, Biology; English (2); one of — a language, History, Geography, a third Science.

**Bachelor of Engineering**

Algebra, Geometry, Trigonometry; Physics, Chemistry; English (2); one of — a language, History, Geography, Biology.

**Bachelor of Architecture**

First year Architecture will be offered in 1968-69. Inquiries should be sent to Dean of Faculty of Engin. or the Registrar.

Application Date — Early Spring.

## McMASTER UNIVERSITY

Hamilton, Ont.

Admission Requirements for Applicants from the Province of Quebec

**B.A. - Humanities**

Minimum average of 60% in Senior Matriculation (Grade XII) English, Language other than English; and at least two other subjects to make a total of seven credits. (English and Languages other than English are two credits, other subjects, one credit).

**B.A. - Social Science**

Minimum average of 60% in two of Senior Matriculation English, Language other than English, and Mathematics (at least two of Algebra, Trigonometry, and Geometry); and at least two other subjects to make a total of seven credits.

**Bachelor of Music**

Same as for Humanities with Music XII a requirement as one of the seven credits.

**Bachelor of Commerce**

Same as for Social Science including Algebra, Trigonometry, and Geometry.

**Bachelor of Science**

Minimum average of 60% in Senior Matriculation (Grade XII) Chemistry, Physics, Algebra, Trigonometry, Geometry, and at least one other subject to make a total of seven credits. A 60% average is required in Chemistry, Physics, Algebra, Trigonometry, Geometry as well as in all seven credits.

**Bachelor of Science in Nursing**

As for Bachelor of Science; or Humanities or Social Science including Chemistry as one of the seven credits. (As places are limited, admission to Nursing is by selection.)

**Bachelor of Engineering**

Minimum average of 64% in Senior Matriculation (Grade XII) Chemistry, Physics, Algebra, Trigonometry, Geometry, and at least one other subject to make a total of seven credits. 64% average required in Chemistry, Physics, Algebra, Trigonometry, and Geometry and in all seven credits.

A higher average is required of those applicants for all courses who have had more than three years in Secondary School after Grade IX.

Application date — Prior to July 15. (Nursing, March 1). Applicants are expected to have completed Grade 11 with standing in 6 subjects, including English, a language other than English, Mathematics or Science, History or Geography.

UNIVERSITY OF NEW BRUNSWICK  
Fredericton, N.B.

Bachelor of Arts, Science and Engineering Degrees

**First Year Arts, Business Administration,****Physical Education**

Average of 65% Que. Jr. Matric. Exams. — no mark below 50%.

Average of 70% Science, Engineering, Forestry.

Eng. (2), Alg. Geom., and 4 of (Fr., Hist., Latin, Chem. Phys., Biol., Sr. Math.). Other academic options are acceptable.

**Second Year**

Aver. of 65% — no mark below 50%.

Eng. (2), Alg. Geom., and 4 of (Fr., Hist., Latin, Chem. Phys., Biol., Sr. Math.). Note: Science & Eng. students should select Maths., Chem., and Phys. as options.

**Bachelor of Arts**

Eng. (2), Hist. (one of Maths., Latin or Greek), one of Fr., German or Spanish) 2 addit. 1st options.

**Bachelor of Science**

Maths., German, Chem., Biol., Geol., Phys.

**Bachelor of Engineering**

Maths. Eng., Chem., Phys., Fr. or German or Spanish, Hist.

Application Date — Prior to August 15th

Applicants accepted on College Entrance Board Examinations — must obtain a total of 1000 on verbal and mathematical tests plus a total of 1500 on three achievement tests. Matriculation results also required.

## QUEEN'S UNIVERSITY

Kingston, Ont.

Kingston, Ont.

Faculties of Arts, Applied Science, Medicine School of Business, School of Physical and Health Education, School of Nursing, and School of Rehabilitation Medicine

**FACULTY OF ARTS AND SCIENCE****B.A. Degree**

For programs in the Humanities: English, a second language, two options.

For programs in the Social Sciences: two of: English, a second language, Mathematics (Algebra and Analytical Geometry), two options.

For Honours programs in Mathematics supported by a Social Science or Humanity: English or a second language, Mathematics (Algebra, Analytical Geometry, Trigonometry and Calculus), two options.

For programs in the Humanities or Social Science supported by a minor in Natural Science: two of: Biology, Chemistry, Physics, Mathematics (Algebra, Analytical Geometry, and Trigonometry), one option.

**B.Sc. Degree**

For programs in the Natural Sciences: Biochemistry, Biology, Chemistry\*, Geology, Mathematics\*, Microbiology and Immunology, Physical Geography, Physics\* and Physiology: Physics, Chemistry, Mathematics (Algebra, Analytical Geometry, Trigonometry and Calculus), one option.

\*Candidates proposing to take Honours in Physics must have maintained at least 60% in Senior Matriculation Physics and an average of 66% on the papers in Mathematics. Candidates are advised not to attempt Honours Mathematics if their average on Senior Matriculation Mathematics is less than 66%.

**SCHOOL OF PHYSICAL AND HEALTH EDUCATION****B.A., B.P.H.E. Degree**

English, Chemistry, Physics, Mathematics (2 papers) or a language.

**SCHOOL OF BUSINESS****B.Com. Degree**

English, Mathematics (Algebra, Analytical Geometry, and Calculus), two options.

**SCHOOL OF NURSING**

(not offered in 1968/69)

**B.N.Sc. Degree**

English, two of: Chemistry, Physics and Biology; two optional subjects (Mathematics is recommended as one of the options).

**FACULTY OF MEDICINE****Pre-Medicine**

Physics, Chemistry, Mathematics (Algebra, Analytical Geometry and Calculus), Biology or a fourth paper in Mathematics, an option.

**FACULTY OF APPLIED SCIENCE****B.Sc. Degree**

English, Physics, Chemistry, Mathematics (Algebra, Analytical Geometry, Trigonometry and Calculus). At least 60% is required in each of Physics and Chemistry, and an average of at least 60% on the papers in Mathematics.

**SCHOOL OF REHABILITATION MEDICINE****Occupational Therapy****Physical Therapy**

Physics, Chemistry, Mathematics (Algebra and Analytical Geometry), Biology or a third paper in Mathematics, an option.

NOTE: The minimum average is at least 60% on examinations at SENIOR MATRICULATION LEVEL.

## ACADIA UNIVERSITY

Wolfville, N.S.

**BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES****First Year**

Average of 60% in Que. Grade XI. Exams., no mark below 50%, average 65% on 10 papers.

English Literature; English Composition; Algebra; Geometry; two papers in a second language; any four of Chemistry, Physics, Geography, Biology, History, Art, Intermediate Algebra, Music, North American Literature, an additional Language.

**Second Year**

Quebec Senior Matriculation Certificate must be submitted for appraisal. Advanced standing given for maximum of five subjects in which a minimum mark of 60% obtained. Date of application — Prior to September 1st.

# Home & School brief about educational television

The article below contains the substance of a brief presented to the House of Commons Committee on Broadcasting, Dorothy Frankel; with Ray Blanchard, John Rosevearl, Federation Home & School and Parent-Teacher Federation.

Traditionally the Canadian Home and School and Parent-Teacher Federation has been vitally interested in television in Canada and specifically in the dramatic impact television has on the lives of children and young people. From the advent of television our Federation, therefore, has been involved with this new media, concerned about its impact, fascinated by its possibilities and convinced of its potential in education. By resolution in 1951 at the Federation's annual meeting it was requested that the use of television as an educative medium be fully explored. In 1954 and again in 1958 we urged the CBC to undertake more extensive experimentation in classroom television on a national scale. Our Federation throughout the years has conducted several surveys in connection with educational television, both in cooperation with the CBC and on our own initiative. Until the change in the constitution last year our Federation has been represented on the CEA-CBC National Advisory Council and has cooperated in the planning and evaluation of the national school radio and television programs produced by the CBC.

During the last 18 years our Federation has presented various briefs and recommendations to the CBC, and the BBG. In 1966 a submission was made to the BBG regarding the allocation and use of VHF and UHF broadcast channels. Our membership of approximately 260,000 in over 3,500 local associations in nine provincial Federations across Canada has taken a deep interest in the development and progress of educational television at the national, provincial and local levels, as well as an interest in and concern for commercial programming. We, therefore, appreciate this further opportunity to present the Federation's views regarding the subject-matter of broadcasting and televising of educational programs.

## Educational Television

The educational television policy of the Canadian Home and School and Parent-Teacher Federation is based on the following premises:

1. We believe that educational television is of too great an importance to be relegated to the UHF band only. It may be impossible in a few areas in Canada to make available a VHF band for ETV but in every area where it is possible one or more VHF bands should be reserved for ETV. These channels should be reserved now whether or not there is at present an application before the BBG for such reservations. Enlightened planning looks to the future. We know that in the not too distant future these channels will be required for educational television.

## UNIVERSITY OF WESTERN ONT.

London, Ont.

Bachelor of Arts, Bachelor of Science, Bachelor of Engineering Science, Bachelor of Science in Nursing, Bachelor of Music Degrees and

Bachelor of Medical Rehabilitation (Physical Therapy). Quebec students eligible to apply for admission to the first year on their academic records must meet the standing for recognized admission to a university in their own province.

They must have Senior Matriculation, or first year at McGill, Sir George Williams, Bishop's University or Loyola College or the Senior School Certificate McGill University.

All applicants must pass College Board tests. The tests will be administered on March 2nd, May 4th and July 13.

## LAURENTIAN UNIVERSITY

Sudbury, Ont.

Bachelor of Arts, Science, Commerce.

Schools of Engineering, Health and Physical Education, Nursing, Social Work. Institute of Astronomy.

General and honours courses in most disciplines.

Residence facilities available on campus.

Admission requirement — Quebec Senior Matriculation with minimum of 4 subjects with a total of 7 credits, and an overall average of 60%. Language credits may vary according to program applied for.

Credit values on Senior Matriculation results as follows: (a) Languages, 2 credits; (b) Mathematics A, 2 credits; (c) All other subjects, 1 credit.

For further information, write to the Registrar.



REGIONAL MISSION EXPLAINED: The regular January meeting of Quebec Federation's Board of Directors heard a full explanation of the Montreal Regional Mission from several of its members, followed by a question-and-answer session. Here from left to right are Federation President Dorothy Frankel; with Ray Blanchard, John Rosevearl; Federation Area Director Esther Marks and Principal Ann W. Johnson of Crestview School, all of whom co-operate in the work of the Mission in various capacities.

2. We believe that ETV must be available to all Canadians both vertically and horizontally. Programs should be produced for the pre-school, elementary school, secondary school, community college, university and citizens in general. Programs should be available to educational institutions and to citizens in all parts of Canada. If ETV is broadcast only on UHF, hundreds of thousands of homes will be denied the privilege of receiving the programs because the older TV sets can receive VHF only. If in some areas ETV will be restricted to UHF, the government should accept some responsibility in controlling the cost of UHF adaptors for receiving sets, or in subsidizing the cost of adaptors. Legislation should be introduced requiring all new TV sets sold in Canada to be capable of receiving in both VHF and UHF wave bands.

The prime concern of our Federation is that ETV will be as widely available as possible. We believe that educational television has an unprecedented role to play and that its benefits to education in Canada and its impact at the adult level on culture, knowledge, attitudes, and appreciations on the one hand, and on understanding of our multi-ethnic society and development of Canadian unity, on the other hand, cannot be disputed. We must give our citizens an opportunity to know about and to share in our Canadian accomplishments in the fields of literature, music, art, drama, opera, ballet, and the fine arts generally. This type of program will do much to offer an alternative to the banalities, the insults to intelligence, the stress on crime, brutality, vulgarity, and sex which permeate much of commercial TV programs.

3. In regard to programming we are cognizant of the great diversity of interests and pressures. With reference to general programming, a large section of our membership would welcome the alternatives offered by an ETV station or network. In the past our Federation has forwarded resolutions to the BBG, the CBC, the CTV, and the CAB deploring the brutality, sadism, vulgarity, etcetera, in some TV programs. There is a growing feeling that we have been exposed to so much fictional violence that we are less likely to be shocked by the real thing. It may be that television, along with newspapers, magazines, books and movies helped set the psychological stage for riots, and for the use of force. That the virus of violence has taken hold is evidenced by the increasing incidence of arson and looting, especially plaguing our neighbour to the south. In Canada just recently two CBC film programs were criticized as being "indecent and repulsive".

## DALHOUSIE UNIVERSITY

Halifax, N.S.

Bachelor of Arts and Science Degrees

Average of 65% in Que. Sr. Matric. Exams. — no mark below 50%.

Eng. (2) Alg., Geom., Trig., one other Lang. Two of (Hist., Phys., Chem., Biology, Geology, Geography, Ancient and Modern Languages).

Application Date — Early Spring

4. In regard to constitutional jurisdiction our Federation believes that the content of educational programming is the prerogative of the provinces. However, many topics are of common concern across Canada and can rightly be the subject for national programs which can contribute to

national understanding and national unity. Certain television series can be planned and shown regionally. The Departments of Education in each province have a responsibility in regard to provincial programs. As local school boards become more involved in the future in educational television they should be given adequate freedom to develop their programs and adequate financial support to do so.

5. In order that educational television be available in all parts of Canada private television stations in areas not served by the CBC should be required to carry at least the national school telecasts. Arrangements for other educational programs should be made by provincial or local authorities. Most private stations are to be commended for the many fine programs of general educational nature that they present.

## Recommendations

1. That in areas of Canada where they are still available VHF bands be reserved and allocated to educational television uses.
2. That broadcast authorities reserve a sufficient number of UHF channels exclusively for educational use in order to provide complete coverage in all parts of Canada both now and in the future and to ensure that the future expansion of educational television will not be curtailed or inhibited because of the unavailability of a sufficient number of adequate channels to meet Canada's rapidly increasing educational television needs.
3. That in the development of television facilities in Canada priority be given to educational television at all levels: pre-school, primary, elementary, secondary, community college, university and adult.
4. That the subject matter of educational television include both direct teaching and enrichment programs.
5. That plans for educational television include a link with transmission facilities through the use of satellites so that programs from this source can be available throughout Canada.
6. That the subject matter of broadcasting be positive and of high standards so as to offer an excellent alternative in general programs to present commercial programs.
7. That government financial assistance be made available for the expansion of educational facilities at all levels — federal, provincial and local school boards.
8. That control and content of educational television be under the control of provincial governments.
9. That the federal government require that all TV sets sold in Canada be capable of receiving both VHF and UHF bands.
10. That the federal government exercise some control, in consultation with the electronics industry, in regard to adaptors to convert VHF sets to receive UHF bands, and to consider the possibility of subsidizing to some extent the cost of conversion.
11. That the authority set up to regulate or produce educational television will maintain the same high quality as that attained by the School Broadcast and Youth Programming Branch of the CBC.
12. That private TV stations be required to carry national school telecasts in areas not served by the CBC at times mutually agreed upon with the Department of Education.
13. That in arrangements between the CBC and Departments of Education, where these arrangements may still exist, the CBC be responsible for production, and the Department responsible for content.
14. That plans for the extension of educational television in Canada be proceeded with at all possible speed.

# Late exam results put emphasis on CEEB

Information was given by the Department of Education at the end of January regarding concern expressed by parents and teachers alike regarding the time taken in processing high school leaving examinations and getting the marks to the students.

In 1967, 100,000 students wrote slightly more than one million examination papers. Approximately 840,000 were by French Catholic students, approximately 60,000 for English Catholic students and approximately 100,000 for English Protestant students.

The first examinations were written on June 5 and the last examination results were mailed by the Department of Education on August 7. By comparison, in Ontario students wrote 180,000

papers during the same period and did not receive their results until about August 15.

The papers are handled by the data processing equipment of the Department of Education in the order given above, and as more students complete high school each year, the number of papers to be processed will increase. Since the papers of the English Protestant students are the last ones processed, it is difficult to see how the system can be speeded up.

This is why the universities are taking more and more notice of the student's results in the College Entrance Examination Board tests, and the first term results in Grade XI, in issuing provisional acceptances.



**WILLINGDON'S 90% MEMBERSHIP RECORD** is due in remedial reading, arts and crafts. This was followed by part to skilful programming that keeps parents in touch classroom visits. Here Mrs. M. Slee, Grade 1 teacher, with school activities. At the January meeting, for helps parents understand the cuisinenaire rods used in example, five teachers discussed their subjects which introductory mathematics. included new maths, a new form of French instruction,

## School bus drivers to get driving and medical exams

All drivers of school buses in Quebec will be given special driving tests and medical examinations, the provincial department of transport and communications has announced.

The department reported that 46 of the 6,225 school buses operating in Quebec since the start of the school year have been ordered off the roads because they were judged to be in dangerous condition.

Paul-Emile Roussel, who is responsible for the province's school

bus program, believes the majority of school bus drivers are competent.

However, medical examinations were necessary because many of the drivers were retired men who frequently had health problems.

The men were paid only small salaries because driving a school bus is a part-time job and often only elderly men can be found for this type of work, he said.

The buses they drive are inspected twice a year.

## Background for teacher negotiations (Continued from page 2)

reach a new agreement by April 1. Traditionally a teacher or his school board must notify the other by the end of March if his employment is to be terminated at the conclusion of the school year. Otherwise, both parties automatically assume a continuation of employment. If the boards were to insist on following the practice this year, the teachers could be in a bind. (Most Catholic commissions have a June 1 deadline for notification of employment termination.)

### SALARY FREEZE

Added to these problems has been a recent letter from the department of education freezing the salaries of all non-teaching personnel (including principals and other administrators) for the next four months, clamping a one-year freeze on the hiring of additional non-teaching personnel and implying that the government is looking into an imposed province-wide salary scale for these administrators.

If the teachers and their employers cannot resolve a new

contract and if the recommendation of a fact-finding panel are unacceptable, what then? The teachers could resign en masse and refuse to return in September without a new agreement. If they officially resign, they cannot be considered on strike, and no legislation can force them back. But the decision to resign is not easy, as the Bill 25 crisis showed.

### THE CHOICES

And even if they were to quit and not plan to return, where could they go? Some could find jobs elsewhere in Canada or possibly in the United States. But not 70,000 teachers, and certainly not 60,000 French-speaking teachers whose mobility is still hampered by language—despite the plans of other provinces to expand teaching in the French language. And, as one negotiator said, if 65 to 70 per cent of the CEQ members were satisfied with the salary increases of Bill 25, why should they resign.

Even many of the English-speaking teachers are not yet prepared to go. They have their roots here, their families and homes are here, many have husbands employed in this province, and so on. But a mass exodus could be prompted by another consideration:

"To me, whether we stay in Quebec or not is really connected with a bigger problem—the whole political climate," said one teacher.

Thus, the continuing insecurity of Quebec's teachers as they prepare to face the government and the school boards.

"They were taken by Bill 25. Is the government going to take them again?" asked one negotiator rhetorically.

Or, as another aptly put it, "Are we going to have a Bill 26 on April 1?"

### QUEBEC LODGE CAMP

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(2nd period) August 11-August 24

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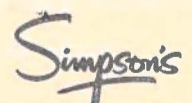
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# Lakeshore area promotes standout Education Week program

## Co-operative effort involves H&S, YMCA, Mac and schools

Education is a broad term. During National Education Week, March 3-9, a group of West Island educators will illustrate that education does not just mean formal schooling.

The Cooperative Committee on Continuing Education (C.C.C.E.), newly formed last year, has masterminded a series of three separate programs that should implant the idea that continual growth is a must. On Monday, March 4th, the film "This is Marshall McLuhan, the Medium is the Message" will be presented; on Wednesday March 6th, "Focus on Family" with a National Film Board film and discussion; on Thursday, March 7th, Fernand Jolicoeur, Director General of Adult Education, will speak at Macdonald College.

The C.C.C.E. is comprised of Grant Taylor, Director, Division of Continuing Education, Lakeshore Regional School Board; Mrs. Iris Robbins, Galen Driver, and Dr. Mark Waldron, Director of the Extension Department, Macdonald College; John McCarthy, Adult Education Program Director, Catholic School Commission of Pointe Claire and Beaconsfield; Mrs. Melba Burns, Adult Program Director, West Island Y.M.C.A.; and Mrs. Sheila Fraser, Chairman of the Adult Education Committee of Quebec Federation.

The aim of this committee is to cooperate in the planning of adult education programs and to provide more opportunities for the continuing growth of Lakeshore residents. Mrs. Melba Burns, West Island Y.M.C.A., says, "Education can mean the further development of the individual in various directions: learning for learning's sake; learning for better utilization of leisure time; learning to understand oneself and one's family; learning to cope with modern

day's situations; and learning to train ourselves for better positions. So these three programs should give adults the idea that it is not only their children that learn-but parents too."

### McLuhan Film Featured

Marshall McLuhan has sparked more controversy than any other philosopher in the last decade. "This is Marshall McLuhan, the Medium is the Message" adds more fuel to the fire. "One thing is certain", says Grant Taylor, "after reading his works, hearing him speak or seeing this film, you cannot remain neutral about his ideas". A panel consisting of the following will react to the film; Rix Rogers, Assistant General Secretary of the Montreal Y.M.C.A.; Peter Henderson, Head, Student Placement Office, Canada Manpower Centre, Macdonald College; Ernest Carter, Program Director, C.F.O.X. Radio; and Albert Wener, M.A., psychology student. This will take place in Room C250 at Macdonald College at 8.15 p.m. on March 4.

### Education For the Family

On Wednesday, March 6, at 8.00 p.m., "Focus on the Family" will be held at St. Thomas High School, Pointe Claire. The most recent National Film Board film "The Summer We Moved to Elm Street" will be shown for a unifying audience experience and will be followed by small group discussions on many aspects of the family. The group leaders will be Paul Azaroff, National Film Board; Dr. Sydney Lecker, Lakeshore General Hospital; Prof. Howard Stutt, Faculty of Education, Macdonald College; Mrs. Howard Stutt, experienced leader of group discussions in Family Life Education; Rev. Allen Goodings, Park Avenue Anglican Church of the Ascension; Ray Rouse, Rix Rogers, and Ross Seaman, Executive Secretaries of the Y.M.C.A. The keynote of the



CO-OPERATION ON THE LAKESHORE this year has right, John McCarthy of the Catholic School Commission in an ambitious program to stimulate adult mission, Mrs. Melba Burns of the West Island YMCA, education under the banner Co-operative Committee on Mrs. Sheila Fraser of Quebec Federation and Mrs. Continuing Education (see story on this page). Here Iris Robbins of the Extension Department at Macdonald College. From left to right.

evening will be audience participation and a better understanding of the learning processes involved within the family.

### Sesame, Newstart, Depart

A new vocabulary is being developed for education in Quebec. In this case, the new words — SESAME, NEWSTART, DEPART — refer to innovative adult education programs that have set the tone for a new look in continuing education in Quebec. These programs will form the basis for a look at progress in adult education in Quebec by Fernand Jolicoeur, Director Gen-

eral of Adult Education, Quebec Department of Education.

Mr. Jolicoeur will address a public meeting at Macdonald College on Thursday, March 7, at 8.15 p.m. in the Assembly Hall at Macdonald College. His presentation will focus on the topic "Is Quebec Catching Up In Adult Education?" Following his talk, Mr. Jolicoeur will be questioned by a panel consisting of Paul Gallagher, Director-General, Catholic School Commission of Pointe Claire & Beaconsfield; Rudi Dalenbach, Macdonald College; Peter Desbarats, C.B.C.; with Stanley Cohen, Associate Editor of The Montreal Star, as moderator.

family living and thus is seen in relation to other aspects of life.

2. The writing is low key, easy to read, almost conversational.

3. The content is based firmly on research and on theories of leaders in developmental and family life fields — as the occasional reference indicates. However, such references do not impede the flow of reading as so often occurs in strictly scientific literature.

4. As if quietly insisting that the reader examine other approaches to the topic, recommended literature copious.

As will be true with other readers, this reviewer found statements with which to disagree, but such disagreements are minor and reflect mainly individual preference or emphasis. The book should prove valuable to many parents. Perhaps its greatest defect is that the author chose to term it a guide for parents and youth leaders. The greatest value might accrue from offering it directly to teenagers — with family or other adult discussion to follow. — F.R. Wake, Ph.D., Department of Psychology, Carleton University.

# BOOKS

**FAMILY LIVING AND SEX EDUCATION — A GUIDE FOR PARENTS AND YOUTH LEADERS**, by S.R. Laycock. Available from: Canadian Health Education Specialists Society, P.O. Box 2305, Station D, Ottawa, Ont. 144 P., \$2.00.

Within the last ten years, North American parents have become markedly concerned with the amount and quality of sex information and misinformation reaching their children.

In response to the increase in concern, individuals of the medical, social, theological, teaching, and other professions have been trying to meet the growing needs of parent and child. In addition, various pharmaceutical and other business firms have, with dignity and self-effacement, provided

audiovisual and other material as their part in a new educational thrust by adults.

Since parental attitudes differ so greatly, especially in a field where individual values are so important, varying approaches to sex education are required. Nevertheless, one always hopes to find one book, one film, one TV program that will be all things to all people. And it never comes.

However, a new book by Dr. S.R. Laycock may come about as close as can be asked. In his new publication "Family Living and Sex Education — A Guide for Parents and Youth Leaders", he has done several important things:

1. Sex education does not stand alone; it is treated as a part of

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